

Inspection report for early years provision

Unique reference number	160478
Inspection date	14/09/2011
Inspector	Cathy Hill
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 1998. She lives with her husband and three children, aged 19, 17 and eight years, in Mytchett, Surrey. The whole of the ground floor is used for minding purposes. There is a fully enclosed garden available for outside play. The family has three guinea-pigs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding three children in this age group at various times during the week. She also offers care to children aged over five years to 11 years. The childminder can take and collect children from local schools. She attends the local childminder and toddler group and is a member of the National Childminding Association and the local childminder group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is dedicated and professional and provides an excellent, stimulating, family environment for children. Children thrive as a consequence of the high level of care they receive from the childminder. They are making excellent progress with their learning as a result of the overall effective use of resources. The childminder's capacity for continuous improvement is outstanding, and she is proactive in attending training to continually develop her own knowledge and skills.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the learning environment to support children's literacy development, for example through the use of key-word labels in the outside play area.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded by the childminder. She has a detailed policy to support her practice in this area and has attended specific safeguarding training. Parents are fully informed about the childminder's safeguarding procedures. The childminder conducts effective risk assessments to

identify any hazards to children and takes action to eliminate or minimise them. She is alert to safety as children play. For example, she places soft cushions behind very young children who have recently learnt to sit up, and sits close to them with a hand gently behind their backs to steady them if they wobble.

The childminder is extremely positive and enthusiastic about her childminding practice. Children's well-being is significantly enhanced by her excellent organisation and her knowledge of children's individual needs, which she devotes her time to meeting. Children have access to a dedicated playroom and a wide range of resources, which are labelled with both words and pictures so all children are aware of the contents of toy boxes. A variety of educational posters are displayed, for example depicting fruit and vegetables, world religions and animals, and which provide a positive learning environment for children.

Inclusive practice is positively promoted, and excellent partnership working takes place to ensure all children receive high and consistent levels of support. The childminder shares both written and verbal information with parents and other carers, helping to ensure that relevant information about children's individual needs is exchanged. The childminder also shares comprehensively detailed information about her practice with parents, for example all of her written policies and procedures. Parents are 'more than happy' with the childminder's service and state that they would 'definitely recommend' her. The childminder values all children in her care and provides them with equal opportunity to access all age-appropriate activities and resources. Children freely play with a variety of resources which reflect diversity and enjoy celebrating other cultures.

The childminder is a reflective practitioner and has completed a self-evaluation of her practice, identifying areas for further improvement. She seeks feedback from both parents and children on how her service can be improved. Since her last inspection, the childminder has continued with her professional development and has accessed training relating to areas such as diversity, behaviour in young children and the sharing of information.

The quality and standards of the early years provision and outcomes for children

Children are extremely happy and content and show a strong sense of security and belonging. Babies smile and babble away happily as they actively explore their surroundings. They look to the childminder for approval and support as they play, showing a secure, trusting relationship. Children's behaviour is excellent, and they are allowed to follow their own interests, reducing the incidence of frustration.

The childminder sensitively observes and interacts with play and is observant to children's changing moods and interests. She provides babies with opportunities to view and explore their surroundings from different angles. She helps them to sit to play and she gently lays them on their backs so they can practise their hand-eye coordination as they reach up to grasp objects hanging from an activity frame.

Learning and development records are in place for all children, and these show that children are making excellent progress in developing their future skills. The records clearly show children's starting points, and the childminder regularly updates them to track children's progress and show their next steps in learning. Children have access to free play and the childminder also plans activities around monthly themes, such as wildlife, transport and the jobs people do.

Children develop their communication skills as they intently listen and watch the childminder as she talks to them, naming the objects that they play with. The childminder talks to children about the ears on a cloth rabbit and demonstrates how they rattle when touched. Children imitate her actions, showing they have absorbed what they have seen. Children develop an awareness of how print carries meaning through sharing books and seeing print in their surroundings on posters and resource boxes. However, not all areas of their environment, for example the outdoor play area, have writing displayed to reinforce this awareness.

Children are protected from illness and infection because the childminder has effective policies and procedures. The childminder wears gloves when changing nappies and uses anti-bacterial spray to clean the high chair tray after young children have eaten. Children have been involved in activities linked to a healthy eating project planned by the childminder. They have made posters showing healthy foods, which are displayed in the playroom, showing that the childminder values their efforts. Children have fun at the childminder's, where they engage in an excellent variety of stimulating and challenging activities designed to help develop their skills in all areas. Children develop their physical skills through play in the garden and on outings; for example, they use fixed play equipment in parks.

Children learn about safety through planned activities with the childminder. She regularly talks to children about road safety and stranger-danger, as appropriate to the children's level of understanding. Babies are securely strapped in high chairs while being fed, and the childminder practises her emergency evacuation drill with children to develop their understanding of safety in the home. Children have fun at the childminder's where they engage in an excellent variety of stimulating and challenging activities designed to help develop their skills in all areas.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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